

**THE EFFECT OF USING ASK AND ANSWER TECHNIQUE
TOWARDSPEAKING ABILITY IN NARRATIVE TEXT
OF THE SECOND YEAR STUDENTS AT SENIOR
HIGH SCHOOL PURNA MANUNGGA
TAPUNG OF KAMPAR
REGENCY**



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PEKANBARU
1434 H/2012 M**

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(S.Pd.)



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ABSTRACT

Yuli Riawati (2012): “ **The Effect of Using Ask and Answer Technique toward Speaking Ability in Narrative Text of the Second Year Students at Senior High School Purna Manunggal Tapung of Kampar Regency**”.

Based on the school based curriculum (KTSP), speaking is as one of the skills in English language that is needed to be learned by students including the second year students at senior high school Purna Manunggal Tapung of Kampar Regency. Therefore, the students are expected to be able to master speaking skill. Based on the fact, the students had difficulties in speaking ability. The researcher interpreted that they had low ability in speaking because they had lack of self confidence in expressing their ideas in English. Thus, the researcher was interested in conducting the research entitled The Effect of Using Ask Technique toward Speaking Ability in Narrative Text of Second Year Students at Senior High School Purna Manunggal Tapung

The type research was quasi-experimental research. The main focus of this research was to find out a significant difference of students' speaking ability of the second year at Senior High School Purna Manunggal tapung between students who were taught by using Ask and Answer Technique and who were taught by using Discussion Method. The subject of this research was the second year students at Senior High School Purna Manunggal Tapung. In this research, the researcher took two classes; experimental and control class from the three classes. It means that 54 students as the sample from 90 students of population were by using convenience sampling. In collecting the data, the researcher used test and observation list. The test used was oral presentation test. In analyzing the data, the researcher used SPSS17.

Based on the research findings, the significant number was $0.000 < 0.05$. It means that H_a is accepted and H_o is rejected. Besides, it can be proved from mean score of students' speaking ability of post-test at experimental class, was 60, while students' speaking ability of post-test at control class was 50. Furthermore, the mean score improvement of students' speaking at experimental class was 16 (37%) while in control class was only 6.74 (16%). So, it can be concluded that there is significant difference of students' speaking ability of the second year at senior high school Purna Manunggal Tapung of Kampar Regency.

ABSTRAK

Yuli Riawati (2012): **“Pengaruh Penggunaan Teknik Tanya dan Jawab terhadap Kemampuan Berbicara Siswa dalam teks narrative pada Kelas Dua di SMA Purna Manunggal Tapung”**.

Berdasarkan KTSP, berbicara adalah salah satu kemampuan dalam bahasa inggris yang perlu di pelajari oleh siswa-siswa termasuk kelas dua SMA Purna Manunggal Tapung. Oleh karena itu siswa diharapkan mampu menguasai kemampuan dlm berbicara. Berdasarkan fakta, siswa tersebut mengalami kesulitan-kesulitan dalam berbicara. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut di tunjukkan kurangnya percaya diri dalam mengexpresikan ide-ide mereka dalam bahasa inggris. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul Pengaruh Penggunaan Teknik Tanya dan Jawab Terhadap Kemampuan Berbicara Siswa dalam Teks Narative Kelas Dua SMA Purna Manunggal Tapung.

Jenis penelitian ini adalah penelitian kuasi eksperimen. Fokus utama dalam penelitian ini adalah untuk mencari perbedaan yang signifikan pada kemampuan siswa berbicara bahasa inggris kelas dua SMA Purna Manunggal tapung antara siswa yang diajarkan dengan Teknik Ask and Answer dan yang di ajarkan dengan Metode diskusi. Subjek dalam penelitian ini adalah siswa kelas dua SMA Purna Manunggal Tapung. Pada penelitian ini, peneliti mengambil 2 kelas; kelas eksperimen dan kelas control dari 3 kelas yang terdiri dari 54 siswa sebagai sampel dari sejumlah populasi 90 secara konviniens. Dalam pengumpulan data, peneliti menggunakan tes dan lembar observasi. Tes yang digunakan adalah oral presentasi. Dalam penganalisan data, peneliti menggunakan SPSS 17.

Berdasarkan temuan penelitian, angka signifikan $0.000 < 0.05$. Ini berarti H_0 diterima dan H_a ditolak. Selain itu, dapat pula dibuktikan dari nilai rata-rata tes akhir kemampun berbicara siswa pada kelas eksperimen adalah 60, sedangkan nilai rata-rata tes akhir pada kelas control adalah 50. lebih jauh lagi, rata-rata-rata peningkatan kemampuan siswa berbicara pada kelas eksperimen adalah 16 (37%) sedangkan pada kelas control adalah 6.74 (16%) jadi, bisa disimpulkan bahwa ada perbedaan penigkatan yang signifikan terhadap kemampuan siswa dalam berbicara bahasa inggris dari penggunaan teknik Tanya dan Jawab pada kelas dua SMA Purna manunggal Tapung.

يولي رياواتي (2012): تأثير استخدام تقنية السؤال و
لطلاب الصف الثاني بالمدرسة المتوسطة العالية فورنا مانونغال

كما في المنهج الدراسي للوحدة التربوية أن التكلم من إحدى المهارات في اللغة الإنجليزية ما لابد تعليمها على الطلاب بالمدارس داخلة فيها بالمدرسة المتوسطة العالية فورنا مانونغال . وبذلك، على الطلاب أن يستعينوا القدرة على التكلم. بناء على الواقع، يلاقي الطلاب عدة المشكلات في التكلم، و اعتقدت الباحثة أن ضعفهم بسبب قلة ثقتهم على تقديم آرائهم في اللغة الإنجليزية. ومع ذلك، رغبت الباحثة في أداء هذا البحث تحت العنوان تأثير استخدام تقنية السؤال و الجواب إلى قدرة الطلاب على التكلم لطلاب الصف الثاني بالمدرسة المتوسطة العالية فورنا

هذا البحث على نوع بحث تجريبي. يتركز هذا البحث في البحث عن الفرق بين قدرة الطلاب على التكلم باللغة الإنجليزية لطلاب الصف الثاني بالمدرسة المتوسطة العالية فورنا مانونغال تافونغ بين الطلاب الذين يدرسون بتقنية السؤال و الجواب و الطلاب الذين يدرسون بتقنية المناقشة. أخذت الباحثة فصلين اثنين، فصل التجربة و فصل الضبط من ثلاثة فصول و فيهما 54 طالبا لعينات هذا البحث من مجموع الأفراد بق 90 . في جمع البيانات الاختبار هو تقديم شفهي. في تحليل البيانات

بناء على كشف الباحثة فإن النتيجة $0.05 > 0.000$ إذ أن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة. بجانب ذلك، تظهر في النتائج المتوسطة على الاختبار الأخير أن قدرة 60، ثم متوسطة زيادة

6.74 (37) 16 باحثة أن هناك فرق الزيادة على قدرة الطلاب في التكلم باللغة (16) الإنجليزية بتقنية السؤال و الجواب لطلاب الصف الثاني بالمدرسة المتوسطة العالية فورنا

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Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin....

Pekanbaru, March 24th 2012

The researcher

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LIST OF CONTENTS

SUPERVISOR APPROVAL.....	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	vi
LIST OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xiii

CAPTER I: INTRODUCTION

A. Background of the problem	1
B. Definition of the Term.....	4
C. The Problems.....	6
1. Identification of the Problem.....	6
2. The Limitation of the Problem	6
3. Formulation of the Problem	7
A. The Objectives and the Significance of the Research.....	7
1. The Objective of the Research	7
2. The Significance of the Research.....	8

CAPTER II: REVIEWING OF RELATED LITERATURE

A.Theoretical Framework	9
1. The Nature of Speaking.....	9
2. Speaking Ability.....	11
3. Teaching Speaking	14
4. AssesmentofSpeaking	17
5. Narrative Text	21
6. Concept of Ask and Answer Technique.....	22
7. The Goal of Ask and Answer Technique	25
8. The Procedures of Ask and Answer Technique	26
B. Relevant Research	26
C. Operational Concept.....	26
D. Assumption and Hypotheses	29

CHAPTER III: THE RESEARCH METHOD

A. The Research Design	30
B. The Subject and Object of the Research	30
C. The Location and the Time of the Research	30
D. The Population and Sample of the Research	31
E. Techniques of Collecting Data.....	33
F. Technique of Data Analysis.....	34
G. Reability and Validity	35

LIST OF TABLES

Table II. 1 The Accent	17
Table II. 2 Grammar.....	18
Table II. 3 Vocabulary	18
Table II. 4 Fluency	19
Table II. 5 Comprehension.....	19
Table II. 6 The Specification of the Test.....	20
Table II. 7 The Achievement of Students' Form	20
Table III. 1 The Total Population of the Second Year Students of SMA Purna Manunggal 2011-2012.....	32
Table III. 2 The Total Sample of the Second Year Students of SMA Purna Manunggal 2011-2012.....	33
Table III. 3 Correlation	37
Table IV. 3 The students' Speaking Score of the Second Year Students at SMA Purna Manunggal at the Pre Test of Experimental Group From 2 Raters	40
Table IV. 4 The Description of Frequency of Students' Pre-test Scores of Experimental Class.....	42
Table IV. 5 Statistics	43
Table IV. 6 The students' Speaking Score of the Second Year Students at SMA Purna Manunggal at the Pre Test of Experimental Group From 2 Raters	44
Table IV. 7 The Description of Frequency of Students' Pre-test Scores of Control Class	45
Table IV. 8 Statistics	46
Table IV. 9 The students' Speaking Score of the Second Year Students at SMA Purna Manunggal at the Pre Test of Experimental Group From 2 Raters.....	47
Table IV. 10 The Description of Frequency of Students' Post-test Scores of	

Experimental Class	48
Table IV. 11 Statistics	49
Table IV. 12 The students' Speaking Score of the Second Year Students at SMA Purna Manunggal at the Pre Test of Experimental Group From 2 Raters.....	50
Table IV. 13 The Description of Frequency of Students' Post-test Scores of Control Class.....	51
Table IV. 14 Statistics	52
Table IV. 15 The Result of Experimental Class on Pre-test and Post-test.....	55
Table IV. 16 The Students' Speaking Score of Pre-test at Experimental and ...	56
Table IV. 17 Statistic.....	58
Table IV. 18 The Students' Speaking Score of Pre-test to Post-test at Control Class.....	59
Table IV. 19 The Studnt's Speaking Score of Pre-test at Experimental and Control Clsass	61
Table IV. 20 The Students' Speaking Score of Post-test at Experimental and Control class	63
Table IV. 21 Group Statistics.....	65
Table IV. 22 Independent Samples Test	66

CHAPTER I

INTRODUCTION

A. Background of the Problem

One of four language skills that must be mastered is speaking. Speaking is a skill that should be mastered and taught to ESL students. It is the most important aspect of learning a second or foreign language.¹ Speaking can help us to express the ideas, wishes, opinion and attitude. It can also recognize the information, suggestion and message. However, speaking helps others to know you and it helps you to know the others.

To master speaking is not an easy job. It needs mastery of grammar, vocabulary, pronunciation in expressing ideas and even the other aspects should be mastered. They are interrelated with each other. To speak well, people must have good capabilities in speaking. They must know the components in speaking. According to David P. Haris, there are some components that should be considered in speaking, such as, accent, pronunciation, grammar, vocabulary, fluency and comprehension.² So, its components are very crucial in speaking.

David Nunan indicates, there are two reasons why many people said that speaking in a new language is harder than reading, writing, or listening. First, unlike reading or writing, speaking happens in real time. It means that usually the person you are talking to is waiting for you to speak right. And the second, when

¹ David, Nunan. *Language Teaching Methodology*. New York: Prentice Hall, 2000. p. 39

² David P, Haris. *Testing English as A Second Language*. New York: McGraw-Hill Book Company, 1969. p. 13

you speak, you do not edit and revise what you wish to say, as you can if you are writing.³ It is clear to know that speaking is more difficult than the other skills.

Senior High School Purna Manunggal Tapung is one of the schools that use School Based Curriculum (KTSP) as guidance in teaching and learning process. Teaching English has been taught twice a week with a time duration about 45 minutes. In this school, some of the students still face some problems and difficulties, especially when learning or teaching speaking by using KTSP curriculum. Based on KTSP⁴, the purposes of teaching English are as follows:

1. Developing communication competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture

Senior High School Purna Manunggal Tapung, speaking has been taught since the first year of English teaching period. According to syllabus the basic competence of speaking English refers to the capability of students to express the meaning of monologue texts or essays which use various spoken language accurately, fluently, and contextually in the form of text such as: narrative, spoof and hortatory text.⁵ In this research one of the texts that the researcher will be

³ David Nunan. *Practical English Language Teaching*. New York: McGraw-Hill Company, 2003. p. 48

⁴ Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Unpublished, 2006. p. 307

⁵ Tim Penyusunan Syllabus for Class XI SMA Purna Manunggal. 2011/2012. Unpublished

applied is narrative text. Narrative text and function to humanize time, allows us to contemplate the effects of our actions and to alter the directions of our lives.⁶ It is based on a central problem, tension, or trouble to overcome.

Based on the researcher's preliminary study at the second year students of Senior High School Purna Manunggal Tapung, speaking has been taught through teacher's explanation about the materials. She used discussion method with more explanation and translation. It means that the teacher explained the lesson and the students listened. In speaking, the teacher asked the students to read the conversation and then the teacher asked the students to translate into Indonesia. Ideally, the students are able to speak correctly but in fact the students of Senior High School Purna Manunggal Tapung were still having difficulties in speaking they did not understand what the teachers said because the teacher only focus for the text and it was monoton. In addition, they were lack of speaking or express their ideas. As a result, the ability of the second year students at Senior High School Purna Manunggal Tapung in speaking is low. It can be supported by the following symptoms:

1. Some of the students are not able to express their ideas in a narrative text
2. Some of the students are not able to use the correct grammatical rules in speaking
3. Some of the students are not able to use pronunciation of English well

⁶ Scott D Robinson. *A Contemporary Autobiography of a Science Educators*. Sense Publisher Rotterdam, The Netherlands. 2008. p. 15

4. Some of the students are not able to speak fluently
5. Some of the students have lack of self confidence when they are speaking

Based on the problems above, The students actually need a technique to help them to solve their problems. It can be done by developing interesting technique in teaching and learning processes. One of the technique that can help the students in speaking ability is Ask and answer technique.

Ask and answer technique is a technique for asking questions after the students read the text. Then they can practice in front of the class. In addition, David J Mason adds that one students ask the question and the participants answer.⁷ When they are involved in either listening or answering questions. Then, the students can design questions on any topic that is appropriate and the result from questions can be discussed in front of the class. Based On the background and the problems above, the researcher is interested in conducting a research entitled **“THE EFFECT OF USING ASK AND ANSWER TECHNIQUE TOWARD SPEAKING ABILITY IN NARRATIVE TEXT OF THE SECOND YEAR STUDENTS AT SENIOR HIGH SCHOOL PURNA MANUNGGA TAPUNG OF KAMPAR REGENCY”**

B. Definition of the Term

In order to to avoid misunderstanding and misinterpretation in this research, the writer would like to narrate some definitions of the key terms, they are as follows:

⁷ David, J Mason. *Trainer's Toolbox of Training Technique*. Nairobi, Kenya: Training and Information Services ASIST Project, 1995. p. 47

1. Ask and Answer Technique

Ask and answer technique is a technique where students read the story in pairs and then respond to preset questions from their partners about the events in the story, responding as if they were the people in the story who had experienced these events.⁸ In this research, ask and answer technique is a technique that is used by the researcher to know the difference on the student's speaking ability in narrative text of the second year at Senior High School Purna Manunggal Tapung.

2. Speaking Ability

Speaking ability is a proficiency of using the language orally.⁹ In this research, this term means that the way how the students explain and explore their ideas in spoken language of the second year students at Senior High School Purna Manunggal Tapung.

3. Narrative Text

Narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Martin states narratives are stories involving a sequence of related events.¹⁰

⁸ James, Coady., Thomas Huckin. *Second Vocabulary Acquisition*. New York: Cambridge University Press, 1997. P. 243

⁹ Scott Thornbury. *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. Malaysia: Macmillan, 2006. p. 208

¹⁰ Martin, Montgomery. Alan Duran., Nigel, Fabb., Tom, Furniss., Sara, Mills. *Ways of Reading: Advanced Reading Skills for Student of Literature*. London and New York: Routledge, 2007. p. 251

C. The Problem

Based on the problems described above. Clearly, some of the students at Senior High School Purna Manunggal Tapung that are still having difficulties in English. Especially in speaking ability. Students get difficulties in speaking because the teacher's method that used in this school is not effectively. For detail, the problems are identified as follows:

1. Identification of the Problem

- 1) Why are some of the students unable to express their ideas in a narrative text?
- 2) Why are some of the students unable to use the correct grammatical rules in speaking?
- 3) Why are some of the students unable to use pronunciation English well?
- 4) Why are some students unable to speak fluently?
- 5) What factors make some of the students have lack of self confidence when they are speaking
- 6) Does ask and answer technique influence on student's speaking ability in narrative text at Senior High School Purna Manunggal?
- 7) How is student's speaking ability in narrative after being taught by using ask and answer technique?

2. Limitation of the Problem

Based on the identification of the problems above that teaching English that has been taught in this school was not effectively because

the teacher used discussion method. It made the students had difficulties in speaking especially to retell about the narrative text. Thus, the problems of this research are limited to use ask and answer technique toward speaking ability in narrative text of the second year students at Senior High School Purna Manunggal Tapung.

3. Formulation of the Problems

- 1) How is the student's speaking ability in narrative text taught by using ask and answer technique of the second year at Senior High School Purna Manunggal Tapung?
- 2) How is the student's speaking ability in narrative text taught without using ask and answer technique of the second year at Senior High School Purna Manunggal Tapung?
- 3) Is there any significant difference of student's speaking ability in narrative text which were taught by using ask and answer technique and those which did not of the second year at Senior High School Purna Manunggal tapung?

D. Objective and Significance of the Problems

1. Objective of the Research

- 1) To find out the information about the student's speaking ability in narrative text taught by using ask and answer technique of the second year at Senior High School Purna Manunggal Tapung

- 2) To find out the information about the students's speaking ability in narrative text taught without using ask and answer technique of the second year at Senior High School Purna Manunggal Tapung
- 3) To find out significant difference of student's speaking ability in narrative text which were taught by using using ask and answer technique and those which did not of the second year at Senior High School Purna Manunggal Tapung.

2. Significance of the Research

- 1) The research is hopefully contributing to the writer as reseacher in term at learning research
- 2) This research finding is expected to contribute the information related to the process of teaching and learning English especially in term of the effect of using ask and answer technique toward speaking ability in narrative text of the second year students at Senior High School Purna Manunggal Tapung
- 3) This research finding is expected to develop the theoritis on teaching and learning English as foreign language and for those who are concerned very much in the world of language teaching and learning.
- 4) To fulfill one of the requirements to finish the researcher study in English education department of State Islamic University of SUSKA Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Speaking

Speaking is one of the language skills that should be done by English students. It is an essential skill in teaching and learning process as a tool to communicate. Speaking can be called as the productive skill.¹ It consists of producing systematic verbal utterances to convey meaning. It means that students are able to communicate and convey information effectively in English. Speaking is a part of our daily life. The average person produces a thousand of words a day.² According to Jeremy harmer, there are some reasons why people communicate, first³ they want to say something. It means that the speaker has in order to convey messages to other people. Secondly, they just do not want to keep silent. They have some communicative purposes. By having some communicative purposes, it means that the speaker wants to do something as a result of what they say. And the last is the consequence of the desire to say something. They select from their language store and expressions appropriate to get messages across to other people.

¹ David, Nunan. *Practical English Language Teaching*. New York: The McGraw-Hill Companies inc, 2003. p. 48

² Scott, Thornbury. *How to Teach Speaking*. New York: Longman, 2009. p. 121

³ Jeremy, harmer. *The practice of English Language Teaching*. Essex, UK: Longman,. 1991. p.46

Speaking skill is an important part of the curriculum in language teaching, and this makes an important object of assessment as well.⁴ It is also a crucial part of Second language learning. For the students, the ability of English speaking is an important measurement of academic success. In teaching speaking, teachers should have the ability to guide students in learning and increasing students' speaking ability. Speaking becomes a problem for some students because it is complicated production skill. To speak well, people must have good capabilities in speaking. In order to speak effectively and correctly master rules of speaking usage of vocabulary and pronunciation.⁵ And then, the more detail devise speaking ability, it can be focused speaking ability on five components: Pronunciation, grammar, vocabulary, comprehension and fluency.⁶ Pronunciation includes vowels, consonant, stress, and intonation pattern. Grammar means the ability to use sentences in general and structure use. Vocabulary included the right and appropriate use of words. Comprehension requires a subject to respond speech as well as to initiate it. Fluency includes the ease and speed of the flow of speech.

Based on the opinion above, the researcher can take the conclusion that speaking ability means give opportunities to the students to pour their ideas . They need their imagination in devising situation which can provoke the use of language in their expression of students' own

⁴ J. Charles Alderson and Lyle F. Bachman. *Assessing Speaking*. United Kingdom: Cambridge University Press, 2004. p. 1

⁵ Gillian Brown and George Yule in ramly. *The Power of Speaking In ESL Students* . Longman, 2003.p. 34

⁶ Harris. *Assesment of Learning and Teaching Prosess* . Longman, 1974. p. 81

meaning. Even the students have very limited resources on which to draw. The teacher needs to give his students more opportunities to practice speaking.

2. Speaking Ability

Students' speaking ability can be seen by their communication orally and their skill in spoken language activities directly. Hasibuan says "to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output."⁷ He also says that "language learners need to organized that speaking involves three areas of knowledge:

- 1) Mechanics (pronunciation, grammar, fluency, vocabulary and comprehension)

- a. Pronunciation

All words are made up of sounds and speakers of language need to know these sound. In addition, Citra Nasamalar stated that a very important part of learning the spoken language is the learning and teaching of pronunciation.⁸

Vocabulary

One of the important aspects that support speaking in a certain language is vocabulary. It deals with the right and

⁷ Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL)*. (Indonesia: Alaf Riau Graha UNRI Press. 2007),p.101-102

⁸ Citra, Nasamalar. *ELT Methodology Principles and Practice*. (Fajar Bakti, 1995).P.63

appropriate words. Vocabulary plays important role in speaking skill. It can not be ignored in speaking learning.

b. Grammar

Grammar is one of the language components. Grammar is the role by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible

c. Fluency

Fluency means that able to speak a language easily and well⁹. Students can speak easily without any hesitant. Their sound comes out naturally.

d. Comprehension

It is knowing about something; ability to get the knowledge what have been learn. It derived from the students itself who are able to understand the lesson.

2) Function (transaction and interaction)

3) Social and cultural rules and norms (turn-talking, rate of speech, length of pause between speakers, relative roles of participants)

In speaking, the students should have skills of speaking in order to be able to express many ideas of speaking and get the better speaking fluency. To have the skills of speaking is not easy, but if the students do more practice and study hard, they must be able to have the skills.

⁹ Hornbi, AS. *Oxford Learner's Picket Dictionary*. Fourth Ed. New York:Oxford University Press, 2008. P. 171

According to Brown, there are five basic types of speaking for oral production. They are.¹⁰

1) Imitative

It is someone's interest only what is labeled by "pronunciation".

She/he imitates a native speaker's pronunciation.

2) Intensive

It is someone's ability to gain the meaning of the conversation based on the context.

3) Responsive

It refers to someone's comprehension of the short conversation, standard greeting, small talk, simple request and comment.

4) Intractive

Interaction consists of two forms. They are transactional language and interpersonal exchanges

5) Extensive

Extensive oral production includes speech, oral presentation, and storytelling, during which the opportunity for interaction from listener is either highly limited (perhaps to nonverbal responses or ruled out all together)

Based on the explanation above, the researcher can take conclusion that in speaking ability, the students should have capabilities to speak each

¹⁰ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*. New York: San Francisco State University, 2004. P.141.

others. They should have some components in speaking ability such as, accent, vocabulary, grammar, fluency and comprehension.

3. Teaching Speaking

One of four skills that should be mastered by students is speaking besides other skills: such as reading, writing and listening. speaking is very useful for other purpose. It can provides opportunities to express ideas. Thus, teaching speaking is an important activity in teaching learning processes. Because it has been taught for all grades starting Elementary school, Junior High School, Senior High school and college students and adults.

Teaching is guiding and facilitating learning the learner to learn, setting the conditions for learning.¹¹ It is an activity done by English teachers. They should transform their knowledge about speaking to their students in order to make the students know the way how to speak well. In teaching speaking, all English teachers should know to encourage students to do speaking task. Here, Three basic reasons why it is a good idea to give students tasks which provoke them to use all and any language at their command as follow: ¹²

¹¹ H. Dauglas, Brown. *Principles of Language Learning and Teaching*. New York: By Addison Wesley Longman, inc. White Plains, 2000. P. 7

¹² Jeremy, Harmer. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Addison Wesley Longman Limited, 1998. P. 125

1) Rehearsal

Getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role play at an airport check in desk allows them to rehearse such real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place. Instead, it is a way for students to ‘get the feel’ of what communicating in the foreign language really feels like

2) Feedback

Speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is a good reason for lesson.

3) Engagements

Good speaking activities should be highly motivating. If all students are participating fully-and if the teacher has set up the activity properly then, give sympathetic and useful task (role play, disscussion, problem solving) are intrinsically enjoyable in themselves.

Teaching speaking is to teach ESL learners to Communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.¹³ Moreover,

¹³ Hayrike Kayi. *Teaching Speaking: Activities to Promote Speaking In a Second Language*. University of Nevada (USA). <http://unr.edu/homepage/hayriyek>

Speaking activities can give the students enormous confidence and satisfaction, and with sensitive teacher's guidance can encourage them into further study. In addition, Ur states that, there are four characteristics of successful speaking activity.¹⁴

- 1) Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learner talk.
- 2) Participation is even. Classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed
- 3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it. Or because they want to contribute to achieving a task objective.

So, the conclusion of the teaching speaking above is to make the teacher can improve their knowledge. It is essential that language teachers pay great attention to the teaching of speaking. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life.

¹⁴ Penny Ur. *A Course in Language Learning: Practice and Theory*. New York: Cambridge University Press, 1996. p. 120

4. Assessment of Speaking

According to Hughes (1989, 2003 :131), there are some components that should be considered in giving students's score.¹⁵ The components of speaking is as follows:

1) Accent

TABLE II.1

Score	Requirement
1.	Pronunciation frequently unintelligible
2.	Frequent gross errors and a very heavy accent make understanding difficult, require frequently repetition
3.	“foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar of vocabulary
4.	Market “foreign accent” and occasional mispronunciations which do not interfere with understanding
5.	No conspicuous, mispronunciation, but would not be taken for native speaker
6.	Native Pronunciation, with no trace of “ foreign accent”

¹⁵ Arthur Hughes. *Testing for Language Teachers*. Cambridge: Cambridge Language Teaching Library, 2003. p. 131

2) Grammar

TABLE II. 2

Score	Requirement
1.	Grammar almost entirely inaccurate except in stock phrase
2.	Constant errors showing control of view major patterns and frequently preventing communication
3.	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
4.	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding
5.	Few errors, with no patterns of failure

3) Vocabulary

TABLE II.3

Score	Requirement
1.	Vocabulary inadequate for even the simple conversation
2.	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
3.	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
4.	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
5.	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
6.	Vocabulary apparently as accurate and extensive as that of an educated native speaker

4) Fluency

TABLE II.4

Score	Requirement
1.	Speech is so halting and fragmentary that conversation is virtually impossible
2.	Speech is very slow and uneven except for short or routine sentence
3.	Speech is frequently hesitant and jerky; sentence may be left uncompleted
4.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5.	Speech is effortless and smooth, but perceptively non-native in speech and evenness
6.	Speech on all professional and general topics as effortless and smooth as a native speaker's

5) Comprehension

TABLE II. 5

Score	Requirement
1.	Understand too little for the simplest types of conversation
2.	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
3.	Understands careful, somewhat simplified speech when engaged in a dialogue, but many require considerable repetition and rephrasing
4.	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
5.	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
6.	Understands everything in both formal and colloquial speech to be expected of an educated native speaker

The speaking result is evaluated by concerning five components that have score or level. Each component has 20 the highest score and total of all components is 100. The specification of the test is as follows:

TABLE II. 6
The Specification of the Test

No	Class	Total student
1.	Accent	20
2.	Grammatical	20
3.	Vocabulary	20
4.	Fluency	20
5.	Comprehension	20
Total		100

TABLE II. 7
Score and Rating based on Wai King Tsang and Matilda Wong¹⁶

Class	Total
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
72-82	3+
83-92	4
93-99	4+

The total of the weighted score is then looked up in the following table, which converts it into a rating on scale 0-4+

¹⁶ Jack C, Richard and Willy A. Renandya. *Methodology in Language Teaching*. Cambridge. 2002, p. 224

5. Narrative Text

1. Definition of Narrative

Narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Martin states narratives are stories involving a sequence of related events.¹⁷ Usually the events are presented in the order in which they occurred. According to Kalayo Hasibuan and M. Fauzan Ansyari, the purposes of narrative are to entertain, create, stimulate emotions, motivate, guide, and teach.¹⁸

2. Generic Structure of Narrative Text

a. Orientation

Introducing the participants, characters, setting, time and place of the story are established. It usually answers Who? When? Where?

b. Complication or Problem

Describing the rising crises which the participants have to face. It usually the main characters often mirroring the complication in real life.

c. Resolution

Showing the way of participant to solve the crises, better or worse, happily or unhappily

¹⁷ Martin, Montgomery. Alan Duran., Nigel, Fabb., Tom, Furniss., Sara, Mills. *Ways of Reading: Advanced Reading Skills for Student of Literature*. London and New York: Routledge. 2007. P. 251

¹⁸ Kalayo Hasibuan and Fauzan Ansyari. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau, 2007. p. 436

d. Re-orientation

3. Language Features of Narrative

a. Using part of speech

Nouns: tree, stone, travelers and etc. Pronouns: they, their, its and etc. Adverbs: angrily, in horror, etc. Verbal process: asked, told, spoke and whispered

b. Using temporal connection and conjunction: one day, a week later, then, a long, long time ago and when, etc.

c. Using Simple Past Tense

The purpose of the narrative text is to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.

5. The Concept of Ask and Answer Technique

1. The Definition of Ask and Answer Technique

According to Simcock in Nation's book, ask and answer technique is a technique that is created to develop speaking ability in narrative text. Fluency is one of the components of speaking. There are several techniques for developing fluency in speaking, one of them is ask and answer technique (Simcock, 1993).¹⁹ It is a technique where the students retell a narrative in an interview format. This technique is not only for fluency but also some components in speaking ability.

¹⁹ John Macalister and I S P Nation. *Language Curriculum Design: ESL Applied Linguistics Professional Series*. New York: Routledge, 2010. p. 207

In an ask and answer technique (Simcock, 1993) , the learners work in pairs. One learner has a text to study and the other has a set of questions based on the text. The learners may work together on the text. Then one learner questions the other to get them to display their knowledge of the text. They practice this for a few times and eventually do it in front of the class. The performance is done without looking at the text. Many variations of this technique are possible, particularly in the relationship of the questions to the text and the type of processing required to answer them. The use of this technique involve reading comprehension, fluency and vocabulary. It should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading. See, for example, Simcock (1993) using the ask and answer technique.²⁰ More ever, Nation and Newton (1997) cite studies by Simcock among studies demonstrate incidental vocabulary learning plays an important role even though learner's attention is mainly on meaningful communication and not language itself. ²¹ Simcock and Moina add that ask and answer is designed as a follow-up reading, aims to capitalize on opportunities for incidental vocabulary learning. ²² For example, for a

²⁰ I S P, Nation. *Teaching ESL/SFL Reading and Writing: ESL Applied Linguistics Professional Series*. New York and London: Routledge, 2009. p. 7

²¹ Sijin fang. *Which is more Effective for Incidental Vocabulary Acquisition through Reading*. (Kristiansrad University College the School of Teacher Education English IV. (Spring:2009)

²² Simcock and Moina. *Developing Productive Vocabulary Using “ Ask and Answer Technique”*. Retrieved on March, 21 2012 from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ485094&ERICExtSearch_SearchType_0=no&accno=EJ485094. P. 1

traditional story about a swordfish and a hermit crab having a series of races from Tonga to Rotuma, ending with the swordfish splitting an island in two to gain the advantage: Ask and Answer One person *asks* the questions One person *answers* the questions The person who answers the questions comes from Rotuma.

- a. Good morning. What country are you from?
- b. Where is Rotuma?

Students interview each other. They can refer back to the text during these first interviews. Students interview each other again without referring back to the text. They repeat the interview until it is time for them to perform in front of a group or the whole class. Other activities encouraging metalinguistic reflection include blackboard or group composition where learners cooperate to produce one piece of written work, and ask and answer (Simcock, 1993), where learners retell a text in an interview format.²³ The design of the questions can encourage the use of the target vocabulary from the written text and ensure all the important parts of the text retold. Both the listener and the re-teller study the text and questions before the retelling and they can rehearse the retelling to perform before others.²⁴ So ask and answer can develop for vocabulary and fluency in speaking ability.

²³ Paul, Nation. *The Four Strands*. Department of Linguistics, Victoria University of Wellington, Wellington, New Zealand. Wednesday, 31st January 2007 19:39:24

²⁴ Angela Joe, Paul Nation, and Jonathan Newton. *Vocabulary Learning and Speaking Activities*. Taken from <http://www.melta.org.my/ET/1991/main1.html>

Based on the opinion of ask and answer technique above, the researcher can take conclusion that ask and answer technique is a technique to develop some components in speaking ability such as comprehension, vocabulary and fluency. This technique can be called as interview. It means that after the students comprehend the text then they practice in front of the class. One student creates the questions based on the text that has been read by him and one student answers the question.

2. The Goals of Ask and Answer Technique

The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.²⁵ Moreover, there are some the goals of the Ask and answer technique, they are Vocabulary from a reading and develop speaking fluency:²⁶

The goal of this activity is for students to perform the asking and answering in front of the class at a high level of fluency, so each pair practice asking and answering several times before doing their class presentation. This technique gives opportunities for incidental vocabulary learning which result from reading and retelling a text". (Simcock, 1993) Students learn new words in context and it helps their learning to be asked to use them in new sentences. They are also helped to learn the words by the repetition they get from reading the text to find answers and from listening to others use the words in answers. But in this research, the

²⁵ Drs. Kalayo Hasibuan and Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: 2007). The Islamic University of Sultan Syarif Kasim

²⁶ *Ask and Answer (Simcock, 1993)* Tanta University, Egypt. Retrieved on January 24, 2012 From <http://nflrc.hawaii.edu/rfl/PastIssues/rfl82amer.pdf>. p. 1

researcher will be focused by using this technique for speaking ability that in speaking ability consists of fluency, vocabulary and others.

3. The Procedures of Ask and Answer Technique

Here, there are some procedures of ask and answer technique. It can be seen as follows:²⁷

- a. The teacher gives text to the students
- b. The teacher asks the students to read the same text individually
- c. The teacher asks students to discuss the reading in class
- d. The teacher divides groups to students to work in pair with a set of questions provided by the teacher
- e. The teacher asks them to make the questions from the text. The questions will give a summary of the important events in the story or important points of another kind of text.
- f. The teacher requests the students to stand up in front of the class, one person asks the questions and one person answers the questions.
- g. The teacher asks the students to interview each other in front of the class. They can refer back to the next during these first interviews.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to

²⁷ Nation, I S P., and J Newton. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge, 2009. p. 162

our research.²⁸ There are several relevant researches which have relevancy to the research especially in speaking area. The researches are various, it happens because speaking is a part of subject in studying English. But for this technique, the researcher did not find any relevant research as the whole.

In this thesis, the researcher only chooses two relevant researches related to researcher's research. The research conducted by Muhammad Yunus entitled "Improving Students' Speaking Skill through Guided Question with Inside Outside Circle Technique at the First Grade of SMA Wahid Hasyim Malang"²⁹ In her research, He used Guided Questions in classroom action research design. The researches above are different with the research that will be conducted by the writer. The first research has the similarity in the use procedures or implementation technique in the classroom. But it has different design and name of the technique. The writer, as the researcher, will conduct a research about the effect of using Ask and Answer technique toward speaking ability.

C. The Operational Concept

The operational concept is used to avoid misunderstanding and misinterpretation in carrying out the research in accordance with review of related literature. There are two variables that will be used. The first is Ask and answer technique that refers to the researcher's technique ability in speaking. The second is students' ability in speaking. Ask and answer technique is an independent

²⁸ Syafi'i. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. (Pekanbaru: LBSI, 2011) P. 122

²⁹ Muhammad, Yunus. *Improving Students' Speaking Skill through Guided Questions with Inside Outside Circle Technique at the First Grade of SMA Wahid Hasyim Malang Islamic University of Malang UNISMA*. Taken From http://repository.upi.edu/operator/upload/pro_2010_conaplin_muhammad_yunus.pdf

variable and students' ability in speaking is a dependent variable. To operate the investigation of the variables, the researcher will work based on the following indicators:

1. The use of ask and answer technique in teaching speaking as the independent variable, symbolized by (X) are:
 - 1) The teacher gives text to the students
 - 2) The teacher asks the students to read the same text individually
 - 3) The teacher asks the students to discuss the reading in class
 - 4) The teacher divides groups to students work in pair with a set questions provided by the teacher
 - 5) The teacher ask them to make the questions from the text. The questions will give a summary of the important events in the story or important points of another kind of text.
 - 6) The teacher requests the students to stand up in front of the class, one person asks the questions and one person answers the questions.
 - 7) The teacher asks the students to interview each other in front of the class. They can refer to the next during these first interviews
2. The student's speaking ability as the dependent variable is symbolized by (Y) are:
 - 1) The students are able to talk in the form narrative grammatically
 - 2) The students to talk in the form of narrative by using proper vocabularies

- 3) The students are able to express the story and develop their ideas fluently
- 4) The students are able to have good comprehension in narrative text
- 5) The students are able to use acceptable pronunciation

D. Assumption and Hypotheses

1. Assumption

There are assumptions of researcher before coming to the research.

In this research the researcher assumes that:

- 1) The student's ability in speaking levels are various
- 2) There are many techniques for teaching that can influence students' ability in speaking, one of them is ask and answer technique. the better ask and answer technique is applied, the better students' ability in speaking of the second year students at Senior High School Purna Manunggal Tapung

2. Hypotheses

- 1) H_a : There is a significant difference of student's speaking ability in narrative text by using ask and answer technique of the second year students at Senior High School Purna Manunggal Tapung
- 2) H_o : There is no a significant difference of student's speaking ability in narrative by using ask and answer technique of the second year students at Senior High School Purna Manunggal Tapung

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

The type of this research is experimental research. Experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.¹ In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.² The design of this research is quasi-experimental design with non-equivalent control group. It is an appropriate way to this research in order to know the significant difference of using ask and answer technique toward speaking ability in narrative text of the second year students at Senior High School Purna Manunggal Tapung of Kampar Regency.

In conducting this research, the researcher took two classes; one class was as an experimental class taught by using ask and answer technique and the other was as a control class taught by discussion method. In the experimental class, the students were administered with pre-test at the beginning of the teaching learning in order to find out the students' speaking ability. Then there was a treatment at the middle. During treatment, the researcher corporated with the observer, and post-test at the end of the teaching and learning processes in order to know the difference of using ask and answer technique toward speaking ability in narrative text.

¹ Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education, 2008. p. 299

² L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis And Application. Six Ed.* New Jersey: Prentice-Hall, Inc, 2000. p. 15

B. The Subject and Object of the Research

The subject of this research was the second year students at Senior High School Purna Manunggal Tapung, while the object of this research was the effect of using Ask and answer technique toward speaking ability in narrative text

C. The Location and the Time of the Research

The research was conducted at the second semester for the second year students of Senior High School Purna Manunggal Tapung located in Angrek 15 Street, Tapung in 2011-2012 of academic year. The research was done from May to June.

D. Population and Sample of the Research

a. Population

The population of this research was the second year students of Senior High School Purna Manunggal Tapung in 2011-2012 academic years. It had 3 classes which consisted of 1 class for sosial science and 2 classes for sciences. The total number of the second year students at Senior High School Purna Manunggal Tapung was 90 students. It can be seen in the following table:

TABLE III. 1

**The Total Population of the Second Year Students
At Senior High School Purna Manunggal Tapung 2011-2012**

No	Classes	Population		Total
		Male	Famale	
1.	XI IPS ¹	12	23	36
3.	XI IPA ¹	8	19	27
4.	XI IPA ²	12	15	27
Total Population				90

(Source: Document of Senior High School Purnama Manunggal Tapung TP 2011-2012)

b. Sample

Based on the total population above, the researcher took only two classes of science department. They were XI IPA ¹ class that consisted of 27 students as control class and XI IPA ² class that consisted of 27 students as an experimental class. Both classes were selected by using convenience sampling. ³ It is sometimes called, accidental or opportunity sampling – involves choosing the nearest individuals to serve as respondent. So, the total of sample was 54 students.

³ Louis Cohen., Lawrence Manion., Keith Morrison. *Research Methods in Education* Canada : Rautledge, 2007. p. 113.

TABLE III.2

**The Total Sample of the Second Year Students
At Senior High School Purna Manunggal 2011-2012**

No	Classes	Sample		Total
		Male	Famale	
1.	XI IPA ¹	8	19	27
2.	XI IPA ²	12	15	27
	Total sample			54

E. Technique of Collecting Date

In this research, test was used to collect the data needed, it was used to find out how students' speaking ability taught by using ask and answer technique, there was or no significant different of using this technique.

1. Oral Production Test

Testing is the way in which information about people's language ability can be gathered⁴. In collecting data for this research, the researcher used reading test as the instrument, the kinds of test given to the students are as follows⁵:

- a. Pre-test was given to the students before giving the treatment of the technique to both the experimental and control classes. This test was used to measure speaking ability in narrative text.
- b. Post test was given to the students after giving the treatment of technique to the experimental class.

⁴ Loc. cit. Athur, Hughes. p. 5

⁵ Ibid. p. 143

F. The Technique of Data Analysis

1. T- test Formula

In analyzing the data, the reseracher used scores of post test of experimental and control groups. These scores were analyzed statistically.

The different mean was analyzed by using t- test formula as follows.⁶

$$\frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

t : The Value of t – obtained

Mx : Mean score of experimental sample

My : Mean score of control sample

SDx : Standard deviation of experimental group

SDy : Standard deviation of control group

N : Number of students

The t – table is employed to see whether there is a significant difference between the mean score of both experimental and control group.

The t- obtained value is consulted with the value of t- table at the degree of freedom (df) = (N1 + N2)- 2 statically hypothesis:

Ha : t° > t- table

⁶ Hartono. *Statisti untuk Penelitian*. Yogyakarta: Pustaka Pelajar, 2008. p. 208

$H_0 : t^o < t\text{-table}$

H_a is accepted if $t^o > t\text{-table}$ or there is a significant difference of using ask and answer technique to student's speaking ability in narrative text.

H_0 is accepted if $t^o < t\text{-table}$ or there is no significant difference of using ask and answer technique toward students' speaking ability in narrative text.

2. Reliability and Validity of the Instrument

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.⁷ It means the test had fulfilled the validity of the content. In other word, the materials of the test have been tough at the second year at senior high school Purna manunggal Tapung. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials took from the book guide for the students and other related resources. Here the researcher prepared some topics based on the topics discussed at the time. The topics were chosen randomly by students and they presented it in front of class. The voice of the students was recorded.

⁷ Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu, 2006. p. 23

The test to measure students' speaking ability also had to have validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.⁸ It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistently.

In this research, to know the reliability of the speaking test, the researcher used inters rater reliability. The researcher has two raters in order to score the students' speaking ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both (more) judges. Statistically the hypotheses are:

$$H_0: r_o < r_t$$

$$H_a: r_o \geq r_t$$

H_0 was accepted if $r_o < r_t$ or there was no significant correlation between score from rater 1 and rater 2.

H_a was accepted if $r_o \geq r_t$ or there was a significant correlation between score the rater 1 and rater 2.

The researcher used SPSS. 17. Version to see the score correlation between the raters. Then the scores of the rater 1 were correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score

⁸ Op.cit. L.R. Gay. P. 169

of rater 1 and the score of the rater 2 by using pearson product moment correlation formula through SPSS 17 Version

TABLE IV. 3
Correlations

Correlations			
		r1	r2
r1	Pearson Correlation	1	.551**
	Sig. (2-tailed)		.003
	N	27	27
r2	Pearson Correlation	.551**	1
	Sig. (2-tailed)	.003	
	N	27	27

**. Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation is 0.551 will be correlate to r table, df=52. Because df=52 was not found from the r table, so the researcher took df=50 to be correlated either at level 5% or 1%. At level 5% r table is 0.273, while at level 1% r table is 0.354. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the researcher concluded that there is a significance correlation between score of rater 1 and score of rater 2. In the other words, the speaking test is reliable. The reliability of speaking test is very high.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

This chapter presents the results of this research, including the findings and its discussions. The data presentation of this study is the analysis of the pre test and post test. The pre-test and post-test were analyzed by using SPSS 17.0 for windows. The aim of this research was to obtain the significant difference of the students' speaking ability in narrative text between those students who were using Ask and Answer technique and those who were not.

The data of this research were the score of the students' pre-test and post-test both experimental class and control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. In giving test, the students were asked to discuss with pair to comprehend a narrative text. Then they created questions based on the text, one student asked the questions and the others answered the question. The students were given 20 (twenty) minutes to prepare before they spoke in front of the class, it looks like interview. The test was evaluated by concerning five components of students' speaking ability; accent, grammar, vocabulary, fluency and comprehension. Each component had its score

B. The Data Presentation

The data of this research consisted of three. They were the data of how was students' speaking ability taught by using ask and answer technique, how was students' speaking ability taught by using discussion method and the significant

difference on students' speaking ability which is taught by using ask and answer technique and which is taught by using discussion method at Senior High School Purna Manunggal tapung.

1. The students' ability in speaking narrative text by using Ask and Answer technique.

The data of this speaking test were the score of the students' improvement from pre-test to post-test experimental class. The data were collected through the following procedures:

- a. The researcher asked the students either experimental class to speak orally without any preparation (spontaneously speaking).
- b. The students' speaking performance was recorded and evaluated by using Hughes's theory. They are accent, grammar, vocabulary, fluency and comprehension
- c. The students' speaking results were evaluated by two raters.
- d. The researcher added the scores from the raters and divided them

1) Pre-test

TABLE IV.3
THE STUDENT’S SPEAKING SCORE OF SENIOR HIGH SCHOOL
PURNA MANUNGAL TAPUNG AT THE PRE-TEST OF
EXPERIMENTAL GROUP FROM TWO RATERS

NO	S	Speaking Skill																			T				
		Accent				Grammer				Voc.				Fluency				Comprehension							
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S								
		1	2			1	2			1	2			1	2			1	2						
1	S1	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42			
2	S2	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46			
3	S3	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42			
4	S4	2	2	80	40	2	2	80	40	3	2	100	40	3	2	100	50	3	2	100	50	46			
5	S5	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40			
6	S6	2	2	80	40	2	3	100	50	2	3	100	60	2	2	80	40	2	3	100	50	46			
7	S7	2	2	80	40	2	2	80	40	3	2	100	50	2	3	100	50	3	2	100	50	46			
8	S8	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42			
9	S9	2	2	80	40	2	2	80	40	3	2	100	40	3	2	100	50	3	2	100	50	46			
10	S10	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40			
11	S11	2	2	80	40	2	2	80	40	2	2	80	50	2	2	80	40	2	2	80	40	40			
12	S12	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46			
13	S13	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	2	100	50	48			
14	S14	2	2	80	40	2	2	80	40	2	2	80	50	2	2	80	40	2	2	80	40	42			
15	S15	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	2	3	100	50	46			
16	S16	2	2	80	40	2	2	80	40	2	2	80	50	2	2	80	40	2	2	80	40	42			
17	S17	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	2	3	100	50	48			
18	S18	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42			
19	S19	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	50			
20	S20	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	2	3	100	50	46			
21	S21	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42			
22	S22	2	2	80	40	2	2	80	40	2	2	80	50	2	2	80	40	2	2	80	40	42			
23	S23	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	44			
24	S24	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46			
25	S25	2	2	80	40	2	2	80	40	3	2	100	40	3	2	100	50	3	2	100	50	44			
26	S26	2	2	80	40	2	2	80	40	2	2	80	50	2	2	80	40	2	2	80	40	42			
27	S27	2	2	80	40	2	3	100	50	3	3	120	60	2	3	100	50	2	2	80	40	42			
Mean				40					43					49					44					45	44.22

Based on the table of speaking components of students' speaking ability at experimental class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was accent; 40 and the highest mean score was vocabulary; 49 while students' grammar was 43, fluency was 44 and comprehension was 45. So these indicate that the students have low ability in using those components that have important role in spoken English. However, the total of mean score of students' speaking ability at experiment pre-test is 44.22. The distribution frequency of the students' pre-test and post-test score of experimental class as follows:

TABLE IV.4
**THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-
 TEST SCORES OF EXPERIMENTAL CLASS**

Preexp					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	7	25.9	25.9	25.9
	42	5	18.5	18.5	44.4
	44	1	3.7	3.7	48.1
	46	9	33.3	33.3	81.5
	48	3	11.1	11.1	92.6
	50	1	3.7	3.7	96.3
	52	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Based on the table above, it shows that there was 7 students who got score 40 (25.9 %), 5 students who got 42 (18.5 %), 1 students who got 44 (3.7%), 9 students who got 46 (33.3 %), 3 students who got 48 (11.1%), 1 students who got 50 (3.7 %), 1 students who got 52 (3.7)

Based on table above, it can be seen that the total number of students was 27 students. The highest score was 52 and the lowest score was 40. The highest frequency was 9 at the score of 46. While, the statistic of these data is in the following table:

TABLE IV.5
STATISTICS

		Pre-experimental Class
N	Valid	27
	Missing	0
Mean		44.22
Std. Error of Mean		.670
Median		46.00
Mode		46
Std. Deviation		3.479
Variance		12.103
Range		12
Minimum		40
Maximum		52
Sum		1194

Based on the table above, it could be seen that the total number of students was 27 students, the mean score was 44.22, the standard error of mean was 670, the median was 46, the mode was 46, the standard deviation was 3.47 and the variance of pre-test of experimental class was 12.103

2). Post Test

TABLE IV.6
THE STUDENT'S SPEAKING SCORE OF SENIOR HIGH SCHOOL
PURNA MANUNGGAL TAPUNG AT THE POST-TEST OF
EXPERIMENTAL GROUP FROM TWO RATERS

NO	S	Speaking Skill																			T	
		Accent				Grammer				Voc.				Fluency				Comprehension				
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S					
		1	2			1	2			1	2			1	2							
1	S1	2	3	100	50	3	2	100	50	3	3	120	60	2	3	100	50	3	3	120	60	54
2	S2	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	4	3	140	70	64
3	S3	3	3	120	60	3	3	120	60	4	3	140	70	3	4	140	70	4	4	160	80	68
4	S4	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	3	3	120	60	62
5	S5	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60
6	S6	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	4	140	70	62
7	S7	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	4	3	140	70	64
8	S8	3	3	120	60	3	3	120	60	4	3	140	70	3	4	140	70	3	3	120	60	64
9	S9	3	3	120	60	3	3	120	60	4	3	140	70	4	3	140	70	3	4	140	70	66
10	S10	2	3	100	50	2	3	100	50	3	2	100	50	3	3	120	60	3	3	120	60	54
11	S11	3	2	100	50	2	3	100	50	2	3	100	50	3	4	140	70	2	3	100	50	54
12	S12	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60
13	S13	3	3	120	60	3	2	100	50	3	3	120	60	4	3	140	70	4	3	140	70	62
14	S14	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60
15	S15	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	3	3	120	60	62
16	S16	2	3	100	50	2	2	80	40	2	3	100	50	2	3	100	50	3	2	100	50	48
17	S17	3	3	120	60	3	4	140	70	4	3	140	70	3	3	120	60	3	3	120	60	64
18	S18	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	4	4	160	80	66
19	S19	3	2	100	50	2	3	100	50	3	2	100	50	3	2	100	50	3	3	120	60	52
20	S20	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	2	2	80	40	48
21	S21	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60
22	S22	2	3	100	50	2	3	100	50	3	3	120	60	2	3	100	50	2	3	100	50	52
23	S23	3	3	120	60	3	3	120	60	4	3	140	70	4	4	160	80	3	4	140	70	68
24	S24	3	3	120	60	3	3	120	60	4	3	140	70	4	4	160	80	3	4	140	70	68
25	S25	3	3	120	60	3	2	100	50	3	3	120	60	4	3	140	70	3	3	120	60	60
26	S26	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60
27	S27	3	2	100	50	2	3	100	50	4	3	140	70	3	3	120	60	3	3	120	60	58
Mean					57				56				63				62				62	60

Based on the table of speaking components of students' speaking ability at experimental class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was accent; 57 and the highest mean score was vocabulary; 63 while students' grammar was 56, fluency was 62 and comprehension was 62. So these indicate that the students have low ability in using those components that had important role in spoken English. However the total of mean score of students' speaking ability at control post-test is 60.

TABLE IV.7
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST TEST
SCORES OF EXPERIMENTAL CLASS

Postexp					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	7.4	7.4	7.4
	52	2	7.4	7.4	14.8
	54	3	11.1	11.1	25.9
	58	1	3.7	3.7	29.6
	60	6	22.2	22.2	51.9
	62	4	14.8	14.8	66.7
	64	4	14.8	14.8	81.5
	66	2	7.4	7.4	88.9
	68	3	11.1	11.1	100.0
Total		27	100.0	100.0	

Based on the table above, it can be seen that there were 2 students who got 48 (7.4%), 2 student who got 52 (7.4%), 3 student who got 54 (11.1%), 1 student who got 58 (3.7%), 6 students who got 60 (22.2%), 4 students who got 62 (14.8%), 4 students who got 64 (14.8%), 2 students who got 66 (7.4%), 3 students who got 68 (11.1%)

Based on the table above, it can be seen that the total number of students was 27 students. The higher score was 60, and the lowest score was 48. The highest frequency was 6 at score of 60. While the statistic of these data is in the following table:

**TABLE IV. 8
STATISTICS**

		Postexp
N	Valid	27
	Missing	0
Mean		60.00
Std. Error of Mean		1.115
Median		60.00
Mode		60
Std. Deviation		5.791
Variance		33.538
Range		20
Minimum		48
Maximum		68
Sum		1620

3. The students' ability in speaking narrative text without using Ask and Answer technique

1). Pre-Test

TABLE IV. 9
THE STUDENT'S SPEAKING SCORE OF SENIOR HIGH SCHOOL
PURNA MANUNGGAL TAPUNG AT THE PRE-TEST OF
CONTROL GROUP FROM TWO RATERS

NO	S	Speaking Skill																			T	
		Accent				Grammer				Voc.				Fluency				Comprehension				
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S					
		1	2			1	2			1	2			1	2			1	2			
1	S1	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	42
2	S2	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
3	S3	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
4	S4	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
5	S5	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42
6	S6	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
7	S7	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
8	S8	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
9	S9	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
10	S10	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
11	S11	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52
12	S12	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
13	S13	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
14	S14	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
15	S15	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
16	S16	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46
17	S17	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	3	100	50	44
18	S18	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	2	2	80	40	44
19	S19	2	2	80	40	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	46
20	S20	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	2	2	80	40	44
21	S21	2	2	80	40	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	44
22	S22	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	42
23	S23	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	42
24	S24	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	2	100	50	48
25	S25	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	42
26	S26	2	2	80	40	2	2	80	40	3	2	100	50	2	3	100	50	2	2	80	40	44
27	S27	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	2	3	100	50	46
Mean					40				40				47				44				44	43,037

Based on the table of speaking components of students' speaking ability at control class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was accent; 40 and the highest mean score was vocabulary; 47 while students' grammar was 40, fluency was 44 and comprehension was 44. So these indicate that the students have low ability in using those components that have important role in spoken English. However the total of mean score of students' speaking ability at control post-test is 43,037

TABLE IV.10
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST
SCORES OF CONTROL CLASS

Precont					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	10	37.0	37.0	37.0
	42	6	22.2	22.2	59.3
	44	5	18.5	18.5	77.8
	46	3	11.1	11.1	88.9
	48	1	3.7	3.7	92.6
	52	2	7.4	7.4	100.0
Total		27	100.0	100.0	

Based on the table above, it shows that there were 10 students who got score 40 (37.0 %), 6 students who got score 42 (22.2%), 5 students who got score 44 (18.5%), 3 students who got 46 (11.1%), 1 students who

got 48 (7.1%), 3 students who got score 46 (10.7%), 4 students who got score 48 (3.7%), 2 student who got score 52 (7.4%).

It can be seen that the total number of students was 27 students. The highest score was 52 and the lowest score was 40. The highest frequency was 10 at the score of 40. While, the statistic of these data is in the following table:

TABLE IV.11
STATISTIC

	Precont
N Valid	27
Missing	0
Mean	43.04
Std. Error of Mean	.670
Median	42.00
Mode	40
Std. Deviation	3.481
Variance	12.114
Range	12
Minimum	40
Maximum	52
Sum	1162

2). Post Test

TABLE IV.12

**THE STUDENT'S SPEAKING SCORE OF SENIOR HIGH SCHOOL
PURNA MANUNGAL TAPUNG AT THE POST-TEST OF CONTROL
GROUP FROM TWO RATERS**

NO	S	Speaking Skill																			T		
		Accent				Grammer				Voc.				Fluency				Comprehension					
		Rate		T	S	Rate		T	S	Rate		T	S	Rate		T	S						
		r				r				r				r									
1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2				
1	S1	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
2	S2	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42	
3	S3	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42	
4	S4	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	4	3	140	70	56	
5	S5	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	2	3	100	50	46	
6	S6	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
7	S7	2	2	80	40	3	3	120	60	2	3	100	50	4	3	140	70	2	3	100	50	54	
8	S8	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42	
9	S9	2	2	80	40	2	2	80	40	2	2	80	40	3	4	140	70	2	2	80	40	46	
10	S10	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	4	140	70	50	
11	S11	3	2	100	50	3	3	120	60	4	4	160	80	4	3	140	70	4	3	140	70	66	
12	S12	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52	
13	S13	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
14	S14	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	2	3	100	50	46	
15	S15	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	42	
16	S16	2	2	80	40	3	3	120	60	3	4	140	70	4	2	120	60	3	2	100	50	56	
17	S17	2	2	80	40	3	2	100	50	3	3	120	60	3	2	100	50	4	3	140	70	54	
18	S18	2	2	80	40	4	3	140	70	4	3	140	70	3	4	140	70	4	3	140	70	64	
19	S19	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	2	3	100	50	46	
20	S20	2	2	80	40	2	3	100	50	3	3	120	60	3	4	140	70	2	3	100	50	54	
21	S21	3	2	100	50	2	2	80	40	3	2	100	50	2	3	100	50	3	2	100	50	48	
22	S22	2	3	100	50	2	3	100	50	2	3	100	50	2	4	120	60	2	3	100	50	52	
23	S23	2	2	80	40	3	4	140	70	3	4	140	70	3	4	140	70	3	2	100	50	60	
24	S24	2	3	100	50	4	3	140	70	3	3	120	60	3	2	100	50	2	2	80	40	54	
25	S25	3	2	100	50	2	2	80	40	2	4	120	60	3	3	120	60	3	3	120	60	54	
26	S26	2	3	100	50	2	3	100	50	3	4	140	70	2	4	120	60	3	3	120	60	58	
27	S27	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46	
Mean		43				49				53				53				53				53	50

Based on the table of speaking components of students' speaking ability at control class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was accent; 43 and the highest mean score were vocabulary; 53, fluency; 53 and comprehension; 53 while students' grammar was 49. So these indicate that the students have low ability in using those components that have important role in spoken English. However the total of mean score of students' speaking ability at control post-test is 50

TABLE IV.12
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST
SCORES OF CONTROL CLASS

		Postcont			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	11.1	11.1	11.1
	42	4	14.8	14.8	25.9
	46	5	18.5	18.5	44.4
	48	1	3.7	3.7	48.1
	50	1	3.7	3.7	51.9
	52	2	7.4	7.4	59.3
	54	5	18.5	18.5	77.8
	56	2	7.4	7.4	85.2
	58	1	3.7	3.7	88.9
	60	1	3.7	3.7	92.6
	64	1	3.7	3.7	96.3
	66	1	3.7	3.7	100.0
Total		27	100.0	100.0	

Based on the table above, it shows that there were 3 students who got 40 (11.1%), 4 students who got 42 (14.8 %), 5 students who got 46 (18.5%), 1 students who got 48 (37.7%), 1 students who got 50 (37.7%), 2 student who got 52 (7.4%), 5 students who got 54 (18.5 %), 2 student who got 56 (7.4%), 1 students who got 58 (37%), 1 students who got 60 (3.7%), and 1 students who got 64 (3.7%), and 1 students who got 66 (3.7%).

Based on table above, it can be seen that the total number of students was 27 students. The highest score was 66 and the lowest score was 40. The highest frequency was 5 at the score of 46 . While, the statistic of these data is in the following table:

TABLE IV.13

	Postcont
N Valid	27
Missing	0
Mean	50.00
Std. Error of Mean	1.420
Median	50.00
Mode	46 ^a
Std. Deviation	7.380
Variance	54.462
Range	26
Minimum	40
Maximum	66
Sum	1350

4. The significance difference of using Ask and answer Technique toward speaking ability in Narrative Text

Mean pre-test score of the experimental class and control class were almost the same, but mean post-test score of both classes were not same. It can be seen from the table as follows

TABLE IV.14
STATISTICAL DESCRIPTION BOTH PRE AND POST TEST
OF EXPERIMENTAL AND CONTROL CLASS

		Statistics			
		Preexp	precont	postexp	postcont
N	Valid	27	27	27	27
	Missing	0	0	0	0
Mean		44.22	43.04	60.00	50.00
Std. Error of Mean		.670	.670	1.115	1.420
Median		46.00	42.00	60.00	50.00
Mode		46	40	60	46 ^a
Std. Deviation		3.479	3.481	5.791	7.380
Variance		12.103	12.114	33.538	54.462
Range		12	12	20	26
Minimum		40	40	48	40
Maximum		52	52	68	66
Sum		1194	1162	1620	1350

a. Multiple modes exist. The smallest value is shown

Based on the statistical description of table above, it shows the detail description of all the data. It can be seen the differences mean, std. error of mean, median, mode, std. deviation and other data of both experimental and control class.

C. The Data Analysis

The data analysis presents the statistical result followed by the discussion about how students' speaking ability in narrative text by using Ask and Answer technique is, how students' speaking ability without using Ask and Answer technique is and the significant difference of the improvement students's speaking ability in narrative text by using Ask and Answer technique. The researcher used independent sample T-Test from SPSS.17 version to analyze the effect of using Ask and answer technique toward speaking ability in narrative text of the second year students at Senior high school Purna Manunggal tapung of kampar regency.

D. Student's ability in speaking ability by using Ask and answer Technique

The student's pre-test and post-test score at experimental class were obtained from the result of students' speaking test which has been presented above can be analyzed as follows:

Table IV. 15

The Result of Experimental Class on Pre-test and Post-test

Statistics			
		Preexp	Postexp
N	Valid	27	27
	Missing	0	0
Mean		44.22	60.00
Std. Error of Mean		.670	1.115
Median		46.00	60.00
Mode		46	60
Std. Deviation		3.479	5.791
Variance		12.103	33.538
Range		12	20
Minimum		40	48
Maximum		52	68
Sum		1194	1620

a. Multiple modes exist. The smallest value is shown

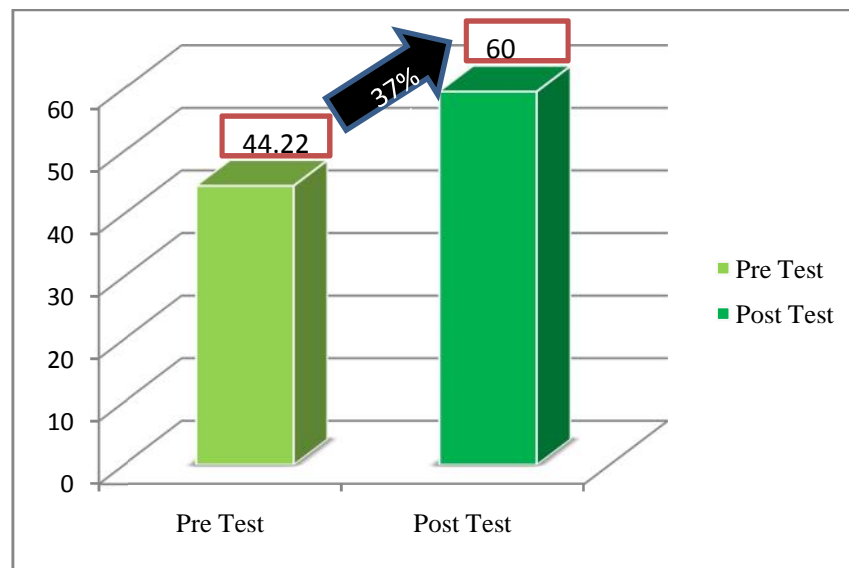
Based on the table above, it shows that mean pre-test score of experimental class was 44.22 and its standard deviation was 3.47. while, mean post-test score was 60.00 and its standard deviation was 5.79. There were improvement in experimental class.

TABLE IV.16
THE STUDENTS' SPEAKING SCORE
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS

No	Name	Pretest	Posttest	Gain	Presentage
1	S1	42	54	12	29%
2	S2	46	64	18	39%
3	S3	42	68	26	62%
4	S4	46	62	16	35%
5	S5	40	60	20	50%
6	S6	46	62	16	35%
7	S7	46	64	18	39%
8	S8	42	64	22	52%
9	S9	46	66	20	43%
10	S10	40	54	14	35%
11	S11	40	54	14	35%
12	S12	46	60	14	30%
13	S13	48	62	14	29%
14	S14	42	60	18	43%
15	S15	46	62	16	35%
16	S16	42	48	6	14%
17	S17	48	64	16	33%
18	S18	42	66	24	57%
19	S19	50	52	2	4%
20	S20	46	48	2	4%
21	S21	42	60	18	43%
22	S22	42	52	10	24%
23	S23	44	68	24	55%
24	S24	46	68	22	48%
25	S25	44	60	16	36%
26	S26	42	60	18	43%
27	S27	42	58	16	38%
Mean		44.22	60	16	37%

The table above describes about the differences between students' speaking score at pre-test and post-test at experimental class. At the pre-test, the students' speaking mean score were about 44.22. While at the

post-test, the mean score of students' speaking ability improved. It was 60. The improvement of each students were various, there were drastically improved, but there were not drastically improved. But generally, the improvement can be seen at mean score.



Referring to the chart above, the students' speaking score improved. It means that the students' ability in speaking became better by using Ask and answer Technique. The students' speaking score at the pre-test to post-test improved 37%.

2. Students's Ability in speaking without using ask and answer technique

The student's pre-test and post-test score at experimental class were obtained from the result of students' speaking test which has been presented above can be analyzed as follows:

Table IV. 17

		Statistics	
		Precont	Postcont
N	Valid	27	27
	Missing	0	0
Mean		43.04	50.00
Std. Error of Mean		.670	1.420
Median		42.00	50.00
Mode		40	46 ^a
Std. Deviation		3.481	7.380
Variance		12.114	54.462
Range		12	26
Minimum		40	40
Maximum		52	66
Sum		1162	1350

a. Multiple modes exist. The smallest value is shown

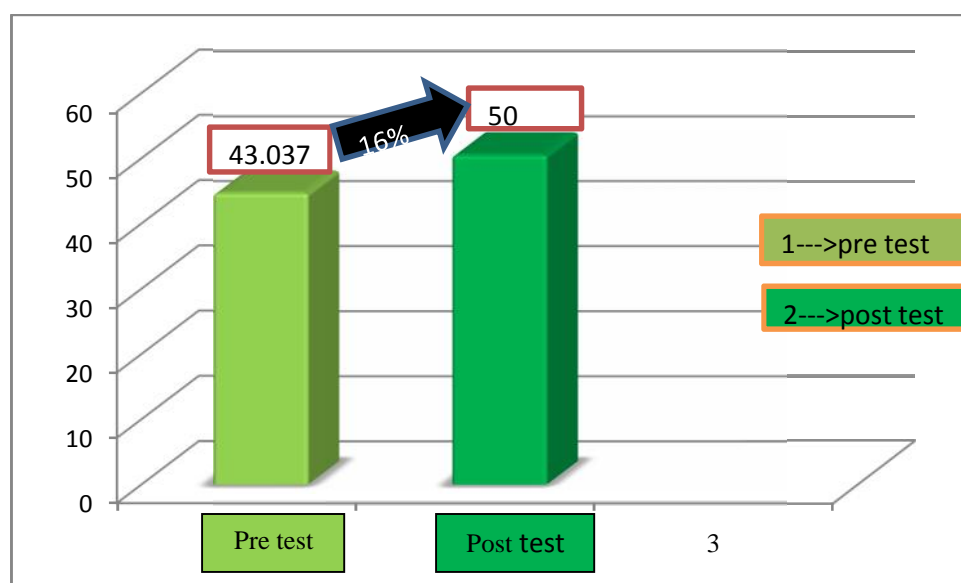
Based on the table above, it shows that mean pre-test score of control class was 43.04 and its standard deviation was 3.48. while, mean post-test score was 50.00 and its standard deviation was 7.38. There were improvement in experimental class.

TABLE IV.18
THE STUDENTS' SPEAKING SCORE
AT PRE-TEST TO POST-TEST AT CONTROL CLASS

No	Name	Pre test	Post test	Gain	Presentage
1	S1	42	40	2	5%
2	S2	40	42	2	5%
3	S3	40	42	2	5%
4	S4	52	56	4	8%
5	S5	42	46	4	10%
6	S6	40	40	0	0%
7	S7	40	54	4	35%
8	S8	40	42	2	5%
9	S9	40	46	6	15%
10	S10	40	50	10	25%
11	S11	52	66	14	27%
12	S12	40	52	12	30%
13	S13	40	40	0	0%
14	S14	42	46	4	96%
15	S15	40	42	2	5%
16	S16	46	56	10	22%
17	S17	44	54	10	23%
18	S18	44	64	20	45%
19	S19	46	46	0	0%
20	S20	44	54	10	23%
21	S21	44	48	4	9%
22	S22	42	52	10	24%
23	S23	42	60	18	43%
24	S24	48	54	6	13%
25	S25	42	54	12	29%
26	S26	44	58	14	32%
27	S27	46	46	0	0%
Mean		43.037	50	6.74	16%

The table above describes about the differences between the students' speaking score without using ask and answer technique at control

class. Firstly, the students' speaking mean score was about 43.037, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of the students' speaking ability was 50. The improvement of each students was various, there was drastically improved, but there was also not drastically improved. But generally, the improvement can be seen from mean score



Reffering on the chart above, the students' speaking score improved. The students' speaking score at the pre-test to post-test improved 16%. It means that the students without using Ask and answer technique had low improvement.

3. The Significant Difference of Using Ask and Answer Technique toward Speaking Ability in Narrative Text.

TABLE IV.19
THE STUDENTS' SPEAKING SCORE
OF PRE-TEST AT EXPERIMENT AND CONTROL CLASS

No	Name	Experimental	Control
1	S1	42	42
2	S2	46	40
3	S3	42	40
4	S4	46	52
5	S5	40	42
6	S6	46	40
7	S7	46	40
8	S8	42	40
9	S9	46	40
10	S10	40	40
11	S11	40	52
12	S12	46	40
13	S13	48	40
14	S14	42	42
15	S15	46	40
16	S16	42	46
17	S17	48	44
18	S18	42	44
19	S19	50	46
20	S20	46	44
21	S21	42	44
22	S22	42	42
23	S23	44	42
24	S24	46	48
25	S25	44	42
26	S26	42	44
27	S27	42	46
Mean		44.22	43.037

The table above describes about the differences between the students' speaking score of pre-test of experimental and control class. The mean score of experimental class was 44.22, while the mean score of control class was 43.037. So, it indicated that the students' speaking ability at experimental and control class were almost the same. It means that there was no significant difference on students' speaking ability both experimental and control class. By knowing the students' basic speaking ability at experimental and control class, it was easy to measure and to identify the improvement of the students' speaking ability in narrative text after giving treatment or the difference between class that had been taught by using ask and answer technique and discussion method.

4. The Significant Difference of Using Ask and Answer Technique toward Speaking Ability in Narrative Text.

TABLE IV.20
THE STUDENTS' SPEAKING SCORE
OF POST-TEST AT EXPERIMENT AND CONTROL CLASS

No	Name	Experimental	Control
1	S1	54	40
2	S2	64	42
3	S3	68	42
4	S4	62	56
5	S5	60	46
6	S6	62	40
7	S7	64	54
8	S8	64	42
9	S9	66	46
10	S10	54	50
11	S11	54	66
12	S12	60	52
13	S13	62	40
14	S14	60	46
15	S15	62	42
16	S16	48	56
17	S17	64	54
18	S18	66	64
19	S19	52	46
20	S20	48	54
21	S21	60	48
22	S22	52	52
23	S23	68	60
24	S24	68	54
25	S25	60	54
26	S26	60	58
27	S27	58	46
Mean		60	50

The table above describes about the differences between students' speaking score of both experimental and control class by using ask and answer technique. The mean of score of experimental class is 60 while the mean score of control class is 50. Both of the classes have their improvement from pre-test score, but the improvement is different; the score of students' speaking ability at experimental is higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment after pretest. The score of experimental class was better than control class.

Besides, from the analysis at table 17 and 18 above, it can be seen that there is a difference improvement of students' speaking ability at Experimental and Control class. It showed that the difference mean score improvement at the experimental class was 16 by percentage 37% while at control class was 6.74 by percentage 16%.

Based on the percentage influence found for both classes, it is clear that the percentage of influence improvement of Ask and answer technique on speaking ability is higher than control class. It means that the Ask and answer technique is one of the factors that give the influence toward students' speaking ability in narrative text. It can be proved from the influence of improvement of Ask and answer technique itself was 37%, while the students without using Ask and answer technique influenced 16%.

After knowing about the percentage different improvement from both of the classes, to know clearly, then the reseacher analyzed it by using independent sample T- Test

TABLE IV.21
The Data Analysis of Students' Speaking ability in Narrative Text Using Ask and Answer Technique

Group Statistics					
	X	N	Mean	Std. Deviation	Std. Error Mean
Y	1	27	60.00	5.791	1.115
	2	27	50.00	7.380	1.420

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 27 students; while for the experimental class consisted of 27 students. The mean of control class was 50, and mean of experimental class was 60. Standard deviation from control class was 7.380, while standard deviation from experimental class was 5.791. Standard error mean from control class was 1.420, and experimental class was 1.115.

TABLE IV.22

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	3.128	.083	5.539	52	.000	10.000	1.805	6.377	13.623
Equal variances not assumed			5.539	49.218	.000	10.000	1.805	6.372	13.628

Based on the output SPSS above, Independent-Sample T-test shows Levene's Test to know the same variance.

Ho = Variance population identic

Ha = Variance population not identic

Significant value > Significant (0.05), Ho is accepted.

Significant value < Significant (0.05), Ho is rejected.

Based on the output SPSS above, it answered the hypothesis of the research that Ha is accepted because Significant value (0.000) < Significant (0.05). It means that Ho is rejected. Referring to the analysis above, it means that there is a significant difference of using Ask and answer technique toward speaking ability in narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Referring on the data analysis and data presentation explained at the chapter IV, finally the researcher concludes that answers of the formulation of the problem are as follows:

1. Students' ability in speaking in narrative text by using Ask and Answer technique is drastically improved. It can be seen from the students' score at pre-test to post-test. The mean score of students' speaking at pre-test is 44.22. After giving the treatment, the mean score of students' speaking is 60. The students' score improves 16 by percentage 37 %. It means that students at experimental class using Ask and Answer technique have better score.
2. Students' ability in speaking in narrative text without using Ask and Answer technique is not drastically improved. It can be seen from the students' score at pre-test to post-test. The mean score of students' speaking at pre-test is 43.037. While at the post-test, the mean score of students' speaking is 50. The students' score only improves 6.74 by percentage 16 %. It means that students at control class without using Ask and Answer Technique still have low score.
3. There is any significant difference of student's speaking ability in narrative text by using ask and answer technique. It can be seen form analysis of Independent Sample T-Test formula. Then H_0 is rejected and

Ha is accepted because Significant value < Significant (0.05). Besides, the mean of students' score at experimental class improves drastically. The mean score of students' speaking at pre-test is 44.22. After giving the treatment, the mean score of students' writing is 60. The students' score improves 16 by percentage 37 %. While, at the control class, the mean score of students' speaking at pre-test is 43.037 and the post-test is 50. The students' score only improves 6.74 by percentage 16 %. It means that the students using Ask and Answer technique toward speaking ability have better score than students not using it. Using Ask and Answer technique gives significant difference on students' ability speaking in narative text.

B. SUGGESTION

Pertaining on the research finding, the researcher would like to give suggestion to the teacher, students and the school. From the conclusion of the research above, it is known that using Ask and Answer can give the significant difference on students' ability in speaking narrative text

1. For the teachers, they should make the students interested when they are speaking in front of the class. By using Ask and Answer technique, the students will be easy to speak in front of the class. They feel comfortable with their partners. They can control some aspects in speaking such as accent, fluency, grammar, vocabulary and comprehension.
2. For the students, they must have much practice. In speaking, the students should know the aspects of speaking: they also should interrogate

themselves by using Ask and answer technique in order to help them when they are speaking.

3. For the institution, it will be more effective if this technique is implemented in the small class because the teacher can control the students' teaching activities and the most important thing is timing. It means that this activity needs more time in order to give chance to the students.

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